

## ACHIEVEMENT LEVELS

### A = AT OR ABOVE

No assistance is needed, student independently demonstrates understanding.

Trimester 1 & 2: Student is expected to meet the standards if the present level of excellent & independent performance continues.

Trimester 3: Student consistently demonstrates excellent achievement of the standards. Student shows an in-depth knowledge of the concepts and skills included in the Common Core State Standards. Student makes insightful connection to other ideas and concepts. Student grasps, applies and extends the key concepts and skills.

### M = MINIMAL ASSISTANCE IS NEEDED

Trimester 1 & 2: Student is expected to meet the standards if the present level of acceptable & minimally assisted performance continues.

Trimester 3: Student demonstrates acceptable achievement of the standards. Student shows a solid knowledge of the concepts and skills included in the Common Core State Standards. Student uses appropriate strategies to solve problems. Student grasps and applies key concepts and skills.

### P = PROGRESSING: NEEDS ASSISTANCE

Trimester 1 & 2: Student is expected to meet the standards if the present level of performance consistently improves.

Trimester 3: Student demonstrates minimal achievement of the standards. Student shows partial understanding of the concepts and skills included in the Common Core State Standards. Student is beginning to demonstrate, grasp and apply an understanding of the concepts and skills.

### N = NEEDS IMPROVEMENT

Trimester 1 & 2: Student is NOT expected to meet the standards unless the level of performance dramatically improves.

Trimester 3: Student demonstrates an extremely limited or unacceptable achievement of the standards. Student needs additional learning opportunities to achieve an increased understanding of the concepts and skills.

Student has difficulty grasping, applying key concepts and skills.

### X = NOT YET COVERED

## SOCIAL AND EMOTIONAL DEVELOPMENT

### C = CONSISTENTLY

### MT = MOST OF THE TIME

### S = SOMETIMES

### R = RARELY

## ENGLISH LANGUAGE ARTS

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### Listening and Speaking

- Children build vocabulary for everyday objects, actions, and ideas (like size and location).
- They practice using full sentences to ask questions, tell stories, explain, share opinions, and join in conversations.

### Early Reading Skills (Foundational Literacy)

- They play with sounds in words: noticing words that start with the same sound, blending parts of words together (like “sand” + “box” = “sandbox”), and having fun with rhymes (like *cat/hat*).
- They learn to recognize and name many uppercase and lowercase letters.
- They begin matching letters to the sounds they make (like c in “cat”). Teacher may ask, “what sound does the letter S make?” The student responds /s/.
- They learn how books work: turning pages, noticing the cover, title, and that print goes left to right.

### Reading and Understanding Stories

- Children enjoy story time, singing, rhyming, and exploring books on their own.
- They show they understand stories by answering questions, retelling what happened, and talking about the characters and events.
- They begin to predict what might happen next in a story.
- With nonfiction books, they learn to notice details from both the words and the pictures and explain what they learned.
- Connect Sounds to Letters: With support, they begin writing some letters that match the sounds they hear in words.

- **Share Ideas:** Students share their thoughts and stories, sometimes with an adult writing for them, and they begin to show interest in writing more on their own.
- **Write on their own:** Children may start with scribbles or shapes that look like letters, then move toward writing real letters to show words or ideas.
- **Write Their Name:** TK students learn to write their own name correctly (or very close to it).

## MATHEMATICS

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### Numbers & Counting

- Count to 30 and start counting from any number up to 30.
- Match numbers to objects (1-to-1) and understand that the last number said tells “how many.”
- Compare groups of objects using “more,” “less,” or “equal.”
- Recognize and name numbers 1–10.

### Operations & Problem Solving

- Discover different ways to make numbers up to 5 (like  $2 + 3 = 5$ ).
- Solve simple addition and subtraction problems up to 10 using objects.
- Share objects equally, sort items into groups, and explore repeating patterns.

### Measurement & Data

- Compare and order objects by length, weight, or capacity (how much they hold).
- Represent information with objects or pictures and figure out which group has more or less.

### Shapes & Spatial Thinking

- Recognize, name, and build 2D shapes (like circles and squares) and 3D shapes (like cubes and cones).
- Compare shapes of different sizes.
- Use position words like *under*, *over*, *in front of*, and *behind* to describe where objects are.

## SOCIAL AND EMOTIONAL LEARNING

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### Self-Awareness, Emotions & Regulation

- **Understand feelings** by recognizing their own emotions and noticing how others might be feeling.

- **Manage emotions and behaviors** by learning ways to calm down, handle stress, and make good choices.
- **Follow routines and transitions:** They practice moving from one activity to another (like clean-up, snack time, or going outside).

### Interactions & Relationships with Adults

- **Interact and build trust with adults by** speaking and listening to adults and working together. They learn to accept or seek care from adult caregivers.

### Interactions & Relationships with Peers

- **Get along with peers** by practicing sharing, taking turns, solving problems, and showing fairness and respect.
- **Develop friendship skills** by choosing to play with peers and identifying them as friends. Over time, friendships include cooperation and are longer lasting.

